

Childminder report

Inspection date: 10 February 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children form close attachments with the childminder and thoroughly enjoy their time with her. She is warm and nurturing and provides children with plenty of cuddles and affection. Children enjoy snuggling into her while she reads stories to them. Children are happy and confidently explore the wide range of activities and resources that the childminder provides. Parents are extremely happy with the care and learning opportunities that the childminder provides. They know that their children are safe, and value the learning opportunities their children receive.

Children demonstrate independence as they choose what they would like to do, but equally enjoy including each other and the childminder in their games. For example, everyone takes part in singing time and they laugh as they complete actions to the songs. The childminder has high expectations of children. She encourages them to tidy up after themselves and wash their hands before having their food. Children behave well and as expected for their age. They understand that they must take turns with each other when playing games and be kind. The childminder encourages children to discuss any small disagreements and work out how to solve the problems together. This helps to further develop their social skills.

What does the early years setting do well and what does it need to do better?

- The childminder has effective systems for observing and assessing children's learning and development. She plans a range of activities which help to challenge children and enable them to make good progress. The childminder is fully committed to meeting children's individual needs and works closely with parents and other professionals, when necessary, to help close any gaps in children's learning.
- Overall, the childminder facilitates children's play well. She provides good extension to their play ideas and provides endless resources which help to extend their play and imaginations. For example, while children explored and moulded dough, she provided them with various mark-making tools. However, at times, the childminder does not provide narration or ask children to tell her about what they are doing, which means they are missing opportunities to hear and test out their range of vocabulary.
- The childminder supports children's emerging literacy skills well. For example, while children explored dough, she provided them with printed letters to form their name so that they could trace them. Children confidently moulded the dough to make letter shapes and proudly explained that they had made their name.
- Children are developing a good mathematical knowledge and understanding. For example, they were extremely excited to take part in a shape hunt that the childminder had organised. Children used different-shaped templates as they

searched for circles, triangles and squares. They confidently matched the shapes to their templates and then grouped them together. Children have a good knowledge of numbers and count with confidence.

- The childminder knows children well and plans activities based on their interests and stage of development. However, at times, some children finish an activity before others and do not have anything else to move on to. This means that they have to wait for periods of time and can become a little bored.
- Partnerships with parents are effective. The childminder regularly shares information with parents about their children's learning. She encourages children to talk to their parents about what they have enjoyed doing when they are collected at the end of each day. The childminder provides good support to parents. She helps them resolve any queries that they may have about their children's needs and ongoing development. These effective partnerships extend to other settings that the children attend. The childminder understands the importance of sharing information with them. This enables them to provide a consistent approach to supporting children's development.
- The childminder promotes children's healthy lifestyles effectively. She teaches children the importance of eating fresh fruit and vegetables, and limiting the amount of sugary foods in their diets. Children have lots of opportunities to be outside and develop their large physical skills. For example, they go for walks and visit play parks.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of her responsibilities to keep children safe and protected from harm. She keeps her safeguarding training up to date and also networks closely with other professionals. This means that she is aware of any changes in practice or legislation. The childminder has a good knowledge of the possible signs of abuse and the procedures she would follow if she had concerns. Children's safety and well-being are paramount. The childminder risk assesses her home and garden each day before children arrive. She also develops children's knowledge of how to keep themselves safe. For example, she carries out fire drills.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- strengthen the range of vocabulary children can hear during play to help further develop their communication and language skills
- review the organisation of some times of the day to ensure that some children are not waiting for long periods.

Setting details

Unique reference number	114962
Local authority	West Sussex
Inspection number	10066688
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 8
Total number of places	6
Number of children on roll	10
Date of previous inspection	3 May 2016

Information about this early years setting

The childminder registered in 1998 and lives in Yapton, Ford. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. She provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Hannah Barter

Inspection activities

- The childminder and the inspector viewed all areas of the home that children have access to and discussed how the childminder promotes the areas of learning and development.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector observed the childminder's interactions and the activities she had prepared for children.
- Parents' feedback was taken into account and discussed with the childminder during the inspection.
- The inspector viewed a range of documentation, including records of paediatric first aid and policies.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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